President’s Message

Dear Colleagues,

At the beginning of a new year, I hope that it will be a productive and smooth one for all. As we look forward to the next academic year, the CCSS is planning some new and innovative ideas for its members to help better meet your needs. This is the time to join the CCSS and be a part of the plans to expand our resources available to teachers to help meet current needs.

October 29th is our annual conference which will be packed full of interesting and educational workshops, speakers and vendors offering helpful teaching materials. Register now and be a part of the largest Connecticut Social Studies annual conference. New teachers and veterans can all benefit from the presentations and resources offered.

With the difficulties that social studies as a whole has suffered recently we need to work together to get the importance of our subjects back into the school curriculums. Remind your administrators that literacy can effectively be taught through the social studies subject matters and get our content back into the classrooms! All social studies teachers need to work together to achieve this goal. This is a call to action! It is up to all of us to demonstrate and advocate for the need for social studies as a major subject in all grades.

There will be other events and opportunities offered throughout the year so keep your eyes on our website ctsocialstudies.org for information.

I wish everyone a rewarding, fulfilling and exciting school year full of new and creative ways to instill wisdom in the minds of your students. I also hope you will consider joining us in this exciting time of renewal, expansion and renovation!!

Aloha,
Beth DeLuco, Esq.

“Although it may seem we are at the midnight of our existence, the dawn is not far away.” – Martin Luther King, Jr.

Editors’ Note

For those of you wondering why this issue of Yankee Post is only four pages, you should know that the real issue – the “green” issue – is on line at http://www.ctsocialstudies.org/. This paper “teaser” is to get that word out and provide appropriate forms for membership and Fall Conference registration. We recognize that any change like this will create some confusion, hopefully short of frustration, but we believe “going green” is necessary for both financial and ecological reasons that should be self-evident. We hope to bring you three more “green” issues of Yankee Post, planned for early December, mid-March 2011 and early June.

First let us apprise you of three important conferences during this academic year that will impact social studies teachers in Connecticut. The CCSS Annual Fall Conference will be held on Friday, October 29th at CCSU. We urge you to turn to page 3 in this issue and find the registration form and to complete and return today! Note that on-site registration on the day of the conference will cost $10 more. NCSS will hold its National Convention in Denver from November 12 to 14. And, next spring, the Northeast Regional Conference on the Social Studies will be held on April 11-13 (after CAPT and CMT) in Sturbridge, MA.

So you think Denver is a bit too far and bit too expensive in these economically challenging times? Consider this: the state conference, at CCSU in New Britain, and next spring’s NERC – to be held in Sturbridge – are easily accessible, relatively inexpensive and, most important, valuable opportunities for both net-working and professional growth. Finally . . . if you turn to the back page and fill out the membership form you will save even more money on registration. CCSS registration is still one of the best bargains around. Support teaching, and support social studies: JOIN CCSS.

What should you look for when you open the “real” issue on line? On pages 6-7 we have two pieces on the current buzz in education – “Value Added” Evaluation. Much of the buzz seems centered around elementary schools where the full-day classroom with one teacher might make it easier to assess that teacher’s impact on his/her students’ learning. We confess to some hesitation if one is to apply the same approach to a middle or high school subject area teacher. Does not student writing in a history class owe at least something to that student’s English teacher? (continued on page 2)
Might one’s grade 8 experience with social studies influence a student’s achievement the following year? All that said, it seems difficult to argue that consistently poor performance by a teacher — using the full range of measures including observation, student/parent evaluation, and student performance — ought to invite some form of response including “departure”. In the interest of full disclosure, both your editors have served as union presidents and would expect that if “value added” is to become policy for teachers, administrators would be held to similar assessment and consequences.

We have several other items for your review. Will Fitzhugh has a brief comment on his experience with teachers in Florida. Conversations with teachers in Florida opened his eyes and should open yours. A brief news clip from Massachusetts should make us all mindful that such teaching conditions may be closer to home than we would like to think.

(see page 4) All this suggests that this is no time to “hunker down” and hope that “value added” and “cutbacks” will pass us by like the latest over-rated hurricane. Connecticut Social Studies has no formal representation or advocacy in the State Department of Education and NCSS is in some degree of financial difficulty. We hope that CCSS, with your support, can serve as a voice to sustain your efforts in what some have called “interesting times”.

In the absence of formal advocacy it becomes more important to recognize that each of us becomes the advocate for history and social studies; we must make the case for the importance of our subject every day in the classroom. When daily news events report a rising tide of anti-Muslim sentiment in the country, election-year exaggeration remains a staple of political advertising, and calculated distortions of facts run rampant on blogs as well as regular news channels, the social studies classroom should remain a center for thoughtful inquiry and discussion — not to mention a healthy dose of historical perspective. Absent that commitment from each of us who teaches social studies, we have no case to make. With that said go our best wishes for an exciting and rewarding academic year.

Dan Danielcoughlin@charter.net
Tim Thomas.weinland@uconn.edu

Dates to Remember:
October 29 - CCSS Fall Conference
November 12-14 - NCSS Annual Conference
April 11-13 - NERC

To stay informed and to read future issues of Yankee Post:
Bookmark this Site - www.ctsocialstudies.org
CCSS FALL CONFERENCE REGISTRATION FORM

CCSU, Student Center  October 29, 2010

On-Line Registration available at www.ctsocialstudies.org

All Conference Attendees must register and wear a badge

NAME________________________________ EMAIL____________________________________

CITY________________________ STATE_________ ZIP__________________________

PHONE (DAY)____________________ (EVENING)_____________________

SCHOOL_____________________________________________________________

CT residents will receive CEUs if they sign in by 8:30 a.m. and out by 12:30 p.m. Last four digits of Social Security Number required for CEUs XXX-XX-______________

Registration Options

Member Registration ________________________________ $60.00 ________________

Presenter Registration ________________________________ $50.00 ________________

Registration - Non-Member (includes 1-year membership) ________________________________ $85.00 ________________

Purchase Orders ADD ________________________________ $20.00 ________________

Retiree Registration ________________________________ $20.00 ________________

Student Registration (includes 1-year membership) ________________________________ $15.00 ________________

Luncheon ________________________________ $20.00 ________________

*Credit Card processing and handling fee ________________________________ $5.00 ________________

________________________________________________________ Total Due

Payment: Check __________ Credit Card __________ PO # __________________________

Make checks payable to CCSS. Mail to CCSS, Louise Uchaczyk, 32 Whalley Avenue, Milford, CT 06460

Credit Card: *Visa________ *Mastercard________ (*Note: $5 processing and handling fee)

Card Number ________________________________ Expiration Date ________________________________

Signature ________________________________ Date ________________________________

(Please note that “on-site” registration on the day of the conference will be an additional $10)
Editors’ Note: The following two items are excerpted from a report in The Washington Post and an email from a Massachusetts teacher. Whether these are national trends remains to be seen.

The Washington Post, 25 August 2010 by Valerie Strauss

I have just returned from giving a three-day workshop on student history research papers for English and Social Studies teachers, both high school and middle school, in Collier Country, Florida. They assessed and discussed four high school student research papers using the procedures of the National Writing Board. <http://www.tcr.org/nwb/index.htm> We went over some of the consequences for a million of our students each year who graduate from high school and are required to take (and pay for) non-credit remedial courses when they get to college.

I talked to them about the advantages students have if they have written a serious paper, like the International Baccalaureate Extended Essay <http://www.ibo.org/diploma/curriculum/core/essay/> , in high school, and the difficulties with both reading nonfiction books and writing term papers which students (and college graduates) have if they have not been asked to do those tasks in high school. It was a diligent, pleasant and interesting group of teachers, and I was glad to have had the chance to meet with them for a few days. They seemed genuinely interested in having their students do serious papers and be better prepared for college (and career). At lunch on the last day, however, I discovered that Florida is a “right to work” state, and that their local union is rather weak, so they each have six classes of 30 or more students (180 students). One teacher is being asked to teach seven classes this year, with 30 or more students in each (210).

After absorbing the fact of this shameful and irresponsible number of assigned students, I realized that if these teachers were to ask for the 20-page history research paper which is typical of the ones I publish in The Concord Review, <http://www.tcr.org/tcr/index.htm> they would have 3,600 pages to read, correct, and comment on when they were turned in, not to mention the extra hours guiding students through their research and writing efforts. The one teacher with 210 students would have 4,200 pages of papers presented to him at the end of term. It made me both sad and angry that these willing teachers, who want their students to be prepared for higher education, have been given impossible working conditions which will most certainly prevent them from helping their students get ready for the academic reading and writing tasks which await them in college (and career).

Will Fitzhugh

Roger Desrosiers Saturday, July 17, 2010

I’ve recently learned that the [Massachusetts] DOE plans on proposing the cancellation of the History/Social Science test sometime in the late Fall (an after election decision, it is believed). Because of my recent work with a South Shore TAH grant, I’ve already put out the word that we need to gather information about the effects thus far about the postponement. Several teachers from six different school districts have given me information about what is going on. Without signaling any schools at this time, here is some info that indicates the negative effects from several districts.

* All MS teachers have been let go and teachers of ELA, Sc and Ma are teaching Soc Stud. (This is not Bridgewater-Raynham, - two other districts made this claim.)
  * pressure to eliminate a four year requirement in History/Social Studies to three years
  * Elementary school reorganization: time allotted for ELA, Sc, and Math with NO time for Social Studies. Suggestion: “Fit it in where you can”.
  * Last two years, Soc. Stud. positions lost by retirement, no replacement.
  * MS elimination of 7th grade Geography and replaced with a course in Music, Art, and Technology area.
  * Summer workshops for professional development: In past years, ELA, Math, Science and History/Social Studies have had an equal number of hours offered. This year, greatly reduced number of opportunities for H/SS. (nearly 5x more for ELA, Math, and Science).

If these are the findings by just one area of the state, imagine what we can find throughout the state. Because we have discussed this issue for over two years, I have indicated to the above teachers, that we will be examining this issue and representing our discipline in the next few months as need be. We must stave off this announcement OR at the very least, be vocal and involved in promoting our discipline and alerting the public to the repercussions.
Civics First, Advancing Law and Democracy Education in Connecticut

The Connecticut Consortium for Law & Citizenship Education, Inc. is very excited to announce that it is now known as Civics First, Inc.!!! Our new web address www.civicsfirstct.org and our new email address is info@civicsfirstct.org This e-mail address is being protected from spambots. You need JavaScript enabled to view it.

Civics First is a private, non-profit association that promotes and conducts law-related education programs and projects in Connecticut’s public and private schools, courtrooms and communities. Its goal is the incorporation of citizenship education into the curriculum of all schools, from kindergarten through high school. Established in 1976, Civics First is co-sponsored by the active participation of a number of private and public groups throughout the state.

Our upcoming activities planned for this year thus far include:

- September 16th: Constitution Day Event Celebration at the Old State House
- September 17th: Constitution Day Contest
- October 14th: Great CT High School Debate
- October 19th: Annual Law Related Education Conference
- October 26th: Annual High School Mock Trial Student Workshop
- October 29th: Come see us at the CT Council for the Social Studies Conference
- November 4th: Great CT High School Debate finals
- November 18th: Teaching Government at the Elementary Level Training
- December: High School Mock Trial Regional Competitions
- December 17th: High School We The People Competition
- January, 2010: Middle School Mock Trial Regional Competitions

We are also pleased to offer a variety of resources to assist the elementary school teachers in meeting the mandate to teach “engaging activities in democracy education” in all three branches and at all three levels of government. We are also having a training in content and pedagogy on November 18th. Please visit our website or email us for more information.

As always, we have numerous resources and events for middle and high school teachers and students. Some of the events are listed above. Others will be coming in 2011. Keep your eyes on our website for frequent updates.

Civics First would like to thank everyone for their support of our mission of advancing law and democracy education over the last 30+ years and we look forward to many more years of serving your needs.

Beth DeLuco, Esq.  Executive Director  Civics First, Inc.

Connecticut Civil War Commemoration Committee

The Connecticut Civil War Commemoration Committee, hosted by Central Connecticut State University, continues to plan events for the 150th anniversary of the American Civil War and Connecticut’s involvement in it. Exhibits, symposia, book talks, living history events, reenactments, and much more are in the works. On April 15, 16, 17, 2011 CCSU will host the Commemoration kick-off and offer everyone interested a fun packed weekend during which our guests can experience the sights, sounds, and even the smells of the Civil War. There will be something for everyone. Take this opportunity to provide your students and yourselves with a tangible connection to one of the most momentous events in our nation’s history. More than fifty state and local historical organizations will be at the university, and you can learn about what else is happening in the state to remember the 150th. A full scale Civil War encampment will be held in adjacent Stanley Quarter Park, with battle skirmishes and live firing exercises of muskets and cannons. This is an event that simply cannot be missed.

Additionally, we are working with teachers to develop unique Connecticut based Civil War curriculum with a special emphasis on primary source documents. You would be amazed at the number of Connecticut Civil War letter collections that exists.

For more information on the overall commemoration, please see www.ccsu.edu/civilwar, or contact Matt Warshauer at warshauerm@ccsu.edu. If you are interested in joining the curriculum project, contact John Tully, at tullyj@ccsu.edu. We look forward to hearing from you.

Matt Warshauer,  History Department CCSU
Method to Grade Teachers Provokes Battles  By SAM DILLON  The New York Times  August 31, 2010

How good is one teacher compared with another?

A growing number of school districts have adopted a system called value-added modeling to answer that question, provoking battles from Washington to Los Angeles — with some saying it is an effective method for increasing teacher accountability, and others arguing that it can give an inaccurate picture of teachers’ work. The system calculates the value teachers add to their students’ achievement, based on changes in test scores from year to year and how the students perform compared with others in their grade. People who analyze the data, making a few statistical assumptions, can produce a list ranking teachers from best to worst.

Use of value-added modeling is exploding nationwide. Hundreds of school systems, including those in Chicago, New York and Washington, are already using it to measure the performance of schools or teachers. Many more are expected to join them, partly because the Obama administration has prodded states and districts to develop more effective teacher-evaluation systems than traditional classroom observation by administrators. Though the value-added method is often used to help educators improve their classroom teaching, it has also been a factor in deciding who receives bonuses, how much they are and even who gets fired.

Michelle A. Rhee, the schools chancellor in Washington, fired about 25 teachers this summer after they rated poorly in evaluations based in part on a value-added analysis of scores. And 6,000 elementary school teachers in Los Angeles have found themselves under scrutiny this summer after The Los Angeles Times published a series of articles about their performance, including a searchable database on its Web site that rates them from least effective to most effective. The teachers’ union has protested, urging a boycott of the paper.

Education Secretary Arne Duncan weighed in to support the newspaper’s work, calling it an exercise in healthy transparency. In a speech last week, though, he qualified that support, noting that he had never released to news media similar information on teachers when he was the Chicago schools superintendent. “There are real issues and competing priorities and values that we must work through together — balancing transparency, privacy, fairness and respect for teachers,” Mr. Duncan said. On The Los Angeles Times’ publication of the teacher data, he added, “I don’t advocate that approach for other districts.”

A report released this month by several education researchers warned that the value-added methodology can be unreliable. “If these teachers were measured in a different year, or a different model were used, the rankings might bounce around quite a bit,” said Edward Haertel, a Stanford professor who was a co-author of the report. “People are going to treat these scores as if they were reflections on the effectiveness of the teachers without any appreciation of how unstable they are.”

Other experts disagree. William L. Sanders, a senior research manager for a North Carolina company, SAS, that does value-added estimates for districts in North Carolina, Tennessee and other states, said that “if you use rigorous, robust methods and surround them with safeguards, you can reliably distinguish highly effective teachers from average teachers and from ineffective teachers.” Dr. Sanders helped develop value-added methods to evaluate teachers in Tennessee in the 1990s. Their use spread after the 2002 No Child Left Behind law required states to test in third to eighth grades every year, giving school districts mountains of test data that are the raw material for value-added analysis.

In value-added modeling, researchers use students’ scores on state tests administered at the end of third grade, for instance, to predict how they are likely to score on state tests at the end of fourth grade. A student whose third-grade scores were higher than 60 percent of peers statewide is predicted to score higher than 60 percent of fourth graders a year later. If, when actually taking the state tests at the end of fourth grade, the student scores higher than 70 percent of fourth graders, the leap in achievement represents the value the fourth-grade teacher added.

Even critics acknowledge that the method can be more accurate for rating schools than the system now required by federal law, which compares test scores of succeeding classes, for instance this year’s fifth graders with last year’s fifth graders. But when the method is used to evaluate individual teachers, many factors can lead to inaccuracies. Different people crunching the numbers can get different results, said Douglas N. Harris, an education professor at the University of Wisconsin, Madison. For example, two analysts might rank teachers in a district differently if one analyst took into account certain student characteristics, like which students were eligible for free lunch, and the other did not. (continued on Page 8)
Kim Jones - http://www.latimes.com One teacher’s view of ‘value added’ evaluations

August 27, 2010 - I checked my professional ranking the other day. Can you guess what I do? Here is a hint, in case you haven’t read the papers or listened to the news lately. Later this month, my job performance will be published, and I will be publicly ranked against my colleagues. Give up? I am a teacher — fifth grade, to be exact.

After reading the recent stories in this newspaper about “value added” evaluations, which look at whether individual teachers raise or lower their students’ test scores, I requested a link that would allow me to look at my scores in advance of their publication. I had no idea where my ranking might fall. Heart pounding and palms sweating, I clicked on my name, and when I looked at the graph, I was relieved — momentarily. My scores were high. But almost immediately I felt terrible, like a fraud. I felt more removed from teaching than I had in my 15 years on the job. This was my value as a teacher? To have my worth measured by a tool that I do not trust, and then to have that measurement published to show how I rank against my peers and colleagues, racks my nerves, and I am not one who rattles easily: Remember, I teach fifth grade. But I know how arbitrary those scores can be, and the idea that they alone can identify which teachers are most and least effective is absurd.

Experts are still arguing about whether value-added measurements are at all reliable, but the published rankings will starkly declare that they can reveal which teachers are more and less effective. The scores give no clue as to why one teacher scores high and another low, but with this kind of public scrutiny, many teachers are likely to spend more time on test preparation at the expense of more meaningful instruction. There are test-taking strategies that help students score higher on tests, rote drills on the kinds of things likely to be on the exams. But as a parent, I would rather my children learn to think critically and participate in lively discussions that delve deep into subject matter. I want them to learn why, not just how. Like most parents, I do not want my child’s value as a student measured only by a standardized test. I want my children to have their curiosity heightened, to feel an insatiable desire to know more. While teaching, I frequently ask myself, “Would I want my child to be in my classroom right now? Is it engaging? Are the kids excited about what we are studying? Are they developing inquiry that will drive them to want to know more?” Test preparation tends not to be that kind of teaching.

I am also concerned that data-driven evaluations will suck the life out of teachers. At my school, professional development is often hugely creative. We collaborate on planning lessons, bouncing ideas back and forth enthusiastically. We talk about how to fully engage students. But sometimes we have professional development sessions devoted entirely to data. I don’t feel as if I’m in the teaching profession during those times — I feel panicked about keeping scores high. I find myself tempted to trade a field trip or the experience of putting on a play for test prep. I feel like a fraud when I find myself almost buying into the testing frenzy. Focusing on the test is not best for my students; it is not teaching.

This summer, I participated in a Fulbright-Hays Group Projects Abroad Program in Morocco with 12 other teachers. We met with Moroccan educators, and we returned eager to share our experiences. In the spring, my class will Skype with middle school students in Fez who are learning English. There are so many things I want to share with my students, but I will have to use a shoehorn to fit them all into the year’s curriculum. I will, because I know that when I am enthusiastic about what I do, my students are more engaged. Poring over data gathered from a multiple-choice test does not inspire the same feeling of success.

I know our profession is only as strong as its weakest link, and we have some weak links. But most teachers I know are itching for authentic evaluation. We want to know what we do well, and also where we need to improve. Crunching test scores can only give a tiny bit of the picture. A few years ago, I completed the National Board Certification process, and going through that kind of rigorous reflection, and meeting with colleagues to discuss teaching techniques, benefited my teaching tremendously. We supported one another, shared ideas and strategies, collaborated on projects and gave honest, direct feedback when reviewing work. Never once did we discuss data, yet I credit this process with improving my teaching more than any evaluation or training. Testing is big business, and school districts spend millions of dollars on it. Meanwhile, we lose excellent teachers each year because of budget cuts. Perhaps we need to focus our resources on more effective ways to evaluate teachers, ways that would actually improve what we do.

Kim Jones teaches at Ivanhoe Elementary School in Silver Lake - Copyright © 2010, Los Angeles Times
Millions of students change classes or schools each year, so teachers can be evaluated on the performance of students they have taught only briefly, after students’ records were linked to them in the fall. In many schools, students receive instruction from multiple teachers, or from after-school tutors, making it difficult to attribute learning gains to a specific instructor. Another problem is known as the ceiling effect. Advanced students can score so highly one year that standardized state tests are not sensitive enough to measure their learning gains a year later.

This year, the federal Department of Education’s own research arm warned in a study that value-added estimates “are subject to a considerable degree of random error.” And last October, the Board on Testing and Assessments of the National Academies, a panel of 13 researchers led by Dr. Haertel, wrote to Mr. Duncan warning of “significant concerns” that the Race to the Top grant competition was placing “too much emphasis on measures of growth in student achievement that have not yet been adequately studied for the purposes of evaluating teachers and principals.”

“Value-added methodologies should be used only after careful consideration of their appropriateness for the data that are available, and if used, should be subjected to rigorous evaluation,” the panel wrote. “At present, the best use of VAM techniques is in closely studied pilot projects.”

Despite those warnings, the Department of Education made states with laws prohibiting linkages between student data and teachers ineligible to compete in Race to the Top, and it designed its scoring system to reward states that use value-added calculations in teacher evaluations. “I’m uncomfortable with how fast a number of states are moving to develop teacher-evaluation systems that will make important decisions about teachers based on value-added results,” said Robert L. Linn, a testing expert who is an emeritus professor at the University of Colorado, Boulder.

Editors’ Note: While we are on controversial issues: consider the matter of a Common Core of State Standards in Social Studies, initially discussed in the June 2010 issue of Yankee Post.

The following CCSS proposal is to be presented at the NCSS conference in Denver

Connecticut Council for the Social Studies – House of Delegates Proposal

Whereas:
An educated citizen must have sufficient knowledge and skills to contribute to both one’s local community and a wider world; and
Controversy, discussion, debate, compromise and honest differences of opinions and values are all part of the democratic experience; and
The world beyond the classroom confronts all citizens with controversial issues and opinions that some might find objectionable; and
The History and Social Studies classroom is an appropriate environment for the consideration of differing points of view

We resolve that:
As it collaborates with the Common Core State Standards Initiative, NCSS should seek to develop and support history and social studies standards that challenge students to explore a range of points of view when considering both historical interpretations and contemporary issues; and
NCSS should seek to develop and support history and social studies standards that encourage students to locate and evaluate evidence, consider and debate alternative views and reach defensible conclusions; and
NCSS should collaborate with its partners in the Common Core Initiative to make every effort to discourage the adoption of state standards that promote a single interpretation or opinion as required learning; and
NCSS should provide regular reports to its membership on the Common Core Initiative’s commitment to “free inquiry” for both teachers and students.
Editors’ Note: And just in case you thought the Texas Social Studies Standards controversy was “so yesterday”, see the following resolution introduced in the House of Representatives this past July.

HRES 1593 IH 111th CONGRESS 2d Session H. RES. 1593
Supporting academically based social studies curriculum standards for the Nation’s elementary and secondary education public school textbooks.

IN THE HOUSE OF REPRESENTATIVES July 30, 2010
Ms. EDDIE BERNICE JOHNSON of Texas (for herself, Mr. ORTIZ, Mr. HINOJOSA, Mr. REYES, and Mr. GENE GREEN of Texas) submitted the following resolution; which was referred to the Committee on Education and Labor

RESOLUTION
Supporting academically based social studies curriculum standards for the Nation’s elementary and secondary education public school textbooks.

Whereas the National Council for the Social Studies believes that State social studies standards should be developed by consulting scholars for their expertise, soliciting input from community members and educators, and having master social studies educators write standards to ensure that they are effective and grade appropriate;

Whereas the Texas State Board of Education appointed teachers and scholars to serve on writing teams and tasked them to use their expertise and professional judgment to draft curriculum standards for each subject or grade level;

Whereas elected officials at the Texas State Board of Education disregarded many academically based recommendations and approved politically biased standards within the curriculum that are outside of mainstream scholarship;

Whereas due to the size and influence of the Texas textbook market, curriculum standards adopted in Texas have long exerted a strong influence on public school textbooks used around the United States;

Whereas changes made by the Texas State Board of Education, such as downplaying the struggle leading up to and during the civil rights movement and undermining basic concepts of the constitutionally mandated boundaries between institutions of religion and government are outside the mainstream of historical scholarship;

Whereas over 1,200 history scholars from universities across Texas and the Nation signed a letter stating that Texas’ social studies curriculum revisions would undermine the study of the social sciences in public schools by misrepresenting and even distorting the historical record and the functioning of United States society; and

Whereas civil rights organizations expressed concern that the curriculum standards adopted by the Texas State Board of Education do not accurately portray the struggle by minorities and women to achieve civil and equal rights in the United States: Now, therefore, be it

Resolved, That the House of Representatives--
(1) supports standards that guide curriculum development, instruction, and assessment in classrooms that are developed by experts and not subject to political biases;

(2) supports social studies curriculum standards that reflect current historical scholarship to accurately present vocabulary and content-specific knowledge to students, help students acquire the analytical skills to understand chronology, and engage in comprehension, interpretation, problem-solving, and decisionmaking required for college readiness and the 21st century workforce;

(3) supports social studies curriculum standards that accurately address the fundamental conflicts and triumphs that have shaped the Nation’s past and influence its future; and

(4) supports social studies curriculum standards that are clear, informed, and inclusive to allow students to be knowledgeable of the Nation’s diverse history and culture, just as our diversity represents an integral part of the Nation as a whole.
CONNECTICUT COUNCIL FOR THE SOCIAL STUDIES
MEMBERSHIP FORM

Membership in CCSS entitles you to:

- Reduced Registration for the CCSS Fall Conference
- Reduced Registration for the Northeast Regional Conference for the Social Studies (NERC)
- Free subscription to the Yankee Post, the CCSS newsletter
- Opportunity to apply for “mini-grants’ of up to $500 for innovative curriculum in social studies and other special projects
- Opportunity to meet colleagues and develop a network of professional friends and associates
- Ability to keep up-to-date with developments in the social studies.

If you have always wanted to become a member of NCSS, now is the time to act. New membership subscriptions to NCSS will also give you membership benefits from Connecticut Council for the Social Studies for one year—a $20 savings. This offer applies to only new NCSS Regular or new Comprehensive members only who send in their form to CCSS. Joint member benefits include:

- All CCSS benefits
- Regular and Comprehensive membership in NCSS includes a subscription to Social Education or Social Studies and the Young Learner
- NCSS Comprehensive membership also includes all bulletins published during the membership year.

Please complete membership form. Make checks payable to CCSS and mail this form to CCSS, P.O. Box 5031, Milford, CT 06460.

Name_________________________________email______________________________
Home Address___________________________City_________State_______Zip______
School Name_____________________________________________________________
School Address__________________________City__________State_______Zip______
Home Phone___________________________Work Phone________________________
Position_____________________Level of Instruction_____________________________
Areas of Special Interest_____________________________________________________

CCSS Membership (July 1- June 30)
_____Regular $20  NEW NCSS Membership
_____Student $10  _____Regular* $62
_____Retiree $10  _____Comprehensive* $73
*Choose one:
_____Social Education
_____Social Studies and the Young Learner